

### Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

## ENGLISH – KEY STAGE 4

### Curriculum Overview

**INTENT:** English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. Subsequently, in the English Department, our students journey on a progressive, knowledge-led curriculum based on the conceptual frameworks of identity, power and conflict, because we believe that these schemas can help students to broaden and deepen their knowledge, not only for success at GCSE, but more importantly, for their development as individuals that will outlast the classroom, English lessons or their time with us at Yardleys. Yes, we want them to make sense of the texts that they study, but also to use those texts (and the subject as a whole) to make sense of, add value to and advance their lives, since it is this “powerful knowledge” that has the emancipatory potential to take them beyond their present experiences, situations and communities.

### Year 10 and 11 - **CONFLICT** (resulting from power and identity struggles)

Texts for GCSE have been selected to build upon the schematic knowledge from KS3 with the conceptual frameworks of identity, power and conflict acting as themes and threads not only throughout each text, but also connecting them, and to the students' lives and society. Year 10 primarily focuses on the Literature GCSE with Language introduced in Year 11 (grouped by skill and drawing where possible on crossover with Literature) with the Literature set-texts interleaved throughout the year.

	<b>'Frankenstein'</b> Empathy, Resilience, Integrity	<b>'Romeo and Juliet'</b> Reflection, Positivity, Empathy	Long Writing (Room 101) Curiosity, Reflection	Conflict Poetry Anthology (Comparison) & Unseen Poetry	<b>'Animal Farm'</b> Integrity, Resilience, Reflection
<b>SUBSTANTIVE KNOWLEDGE</b>	How and to what extent does a compromised morality lead to conflict for each of the protagonists in the novel? To what extent does each protagonist have control over the conflict	What is a stronger driving force for conflict in the play: love or hatred? To what extent do characters control the conflict they are drawn into? To		<i>Explicit teaching of poems in pairs, building on both the knowledge and links from Yr9.</i>	To what extent is conflict an inherent part of human nature and society?

	they are drawn into?	what extent is conflict always negative?		What are the impacts of conflict? What lessons can we learn from previous conflicts?	
<b>DISCIPLINARY KNOWLEDGE (primary focus in capitals)</b>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• CLOSE TEXT analysis</li> <li>• WHOLE TEXT analysis and evaluation</li> <li>• Understanding writers' intentions and critical interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for meaning.</li> <li>• CLOSE TEXT analysis</li> <li>• WHOLE TEXT analysis and evaluation</li> <li>• Understanding writers' intentions and contextual influences</li> </ul>	SPEAKING FOR PURPOSE Understanding and employment of effective rhetoric.	<ul style="list-style-type: none"> <li>• CLOSE TEXT analysis;</li> <li>• Understanding writers' intentions and contextual influences</li> <li>• COMPARING writers' intentions and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• Understanding writers' intentions and contextual influences</li> </ul>

**Year 11**

	<b>Language (grouped by skill, i.e. Evaluation)</b>	<b>Interleaving of Literature and Language</b>	
<b>SUBSTANTIVE KNOWLEDGE</b>	For Literature, the substantive increasingly becomes the disciplinary as students use what they know, have understood and done in Year 10 (and before) to explore and create new knowledge, understanding and skill in Year 11. The process is one of application and practice within an existing body of knowledge (the students' own and then, more broadly, the Canon and the subject of Literature itself).		
<b>DISCIPLINARY KNOWLEDGE (primary focus in capitals)</b>	This is mirrored in Language, partly because of the 'unseen' nature of the GCSE course, with the disciplinary knowledge, sequenced and built-up from Year 7, being applied and practiced as students become increasingly disciplined (as skilled readers and writers) in the subject.		